



Factors that Influence Secondary School Teachers' Acceptance of E-learning Technology in teaching in Saudi Arabia

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Introduction

The requirements for E-learning in the Saudi Arabian education system are being recognised by both the government and educators. The successful Implementation of E-learning depends on a number of factors, not least of which is the teachers' perceptions, challenges and concerns about this type of learning. In order to successfully Implement an e-learning project in secondary schools education in Saudi Arabia it is important to find out more about the factors which influence secondary school teachers' acceptance of E-learning technology so as to plan effectively for change.

Key words:

E-learning in Secondary school. Technology Acceptance Model (TAM), E-learning in Saudi Arabia.

Aim of the Research Project

To investigate

Teachers' personality

Teachers & students ICT skills

ICT infrastructure

Institution policy & leadership



Influences secondary school teachers' acceptance of E-learning technology in teaching and learning.

To identify

Teachers', perceived ease of use (PEOU) Of E-learning

Teachers' perceived usefulness (PU) of E-learning

Teachers' attitude toward using E-learning

Teachers' actual usage of E-learning in teaching

Influences secondary school teachers' acceptance of E-learning technology in teaching and learning.

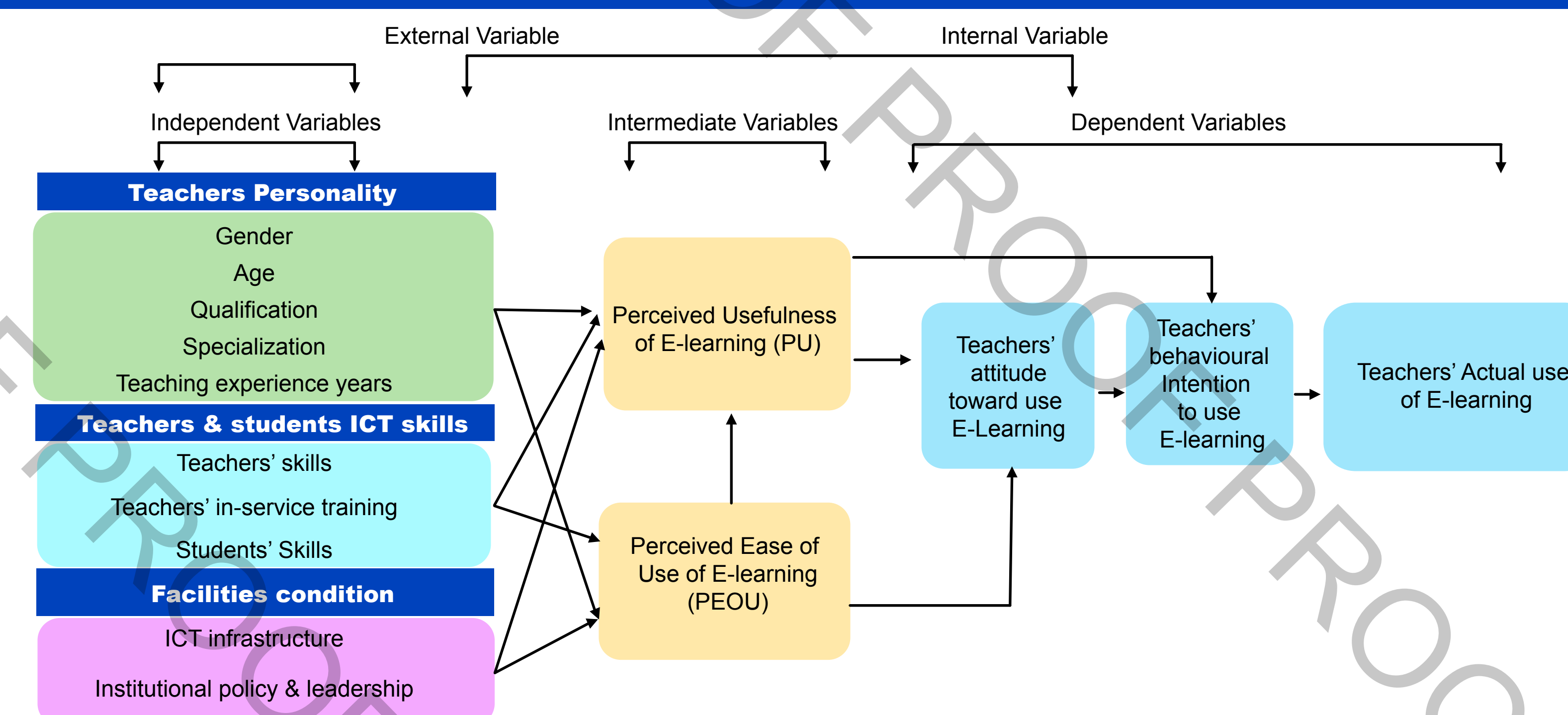
Research question

What are the factors that influence secondary school teachers' acceptance of E-learning technology in teaching in Saudi Arabia?

Under this title the researcher investigated ten external variables using 26 different hypotheses based on the Technology Acceptance Model (TAM), which includes

- 1) Teachers personality (gender, age, level of education, specialisation and teaching experience)
- 2) ICT skills, which includes (teachers' ICT skills, students ICT skills and teachers' in-service training).
- 3) Facilities condition which includes (ICT infrastructure and institution policy and leadership).

Research Model



Research Methodology

The population in this research involved secondary school teachers' in Makkah City being a sample proportion of the total number of secondary school teachers both genders male and female. The technology acceptance model (TAM) was used as a base model to investigate and measure Saudi Arabia Secondary school teachers' acceptance of e-learning technology in blended learning environments in teaching.

Quantitative Approach

Survey Method

Simple Random Sampling

Data analysis:

The data was analysed using SPSS program which includes

Normality

Outliers

Reliability and validity of the instrument

Factor Analysis

Correlation

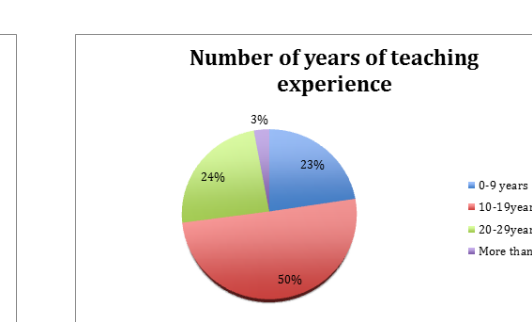
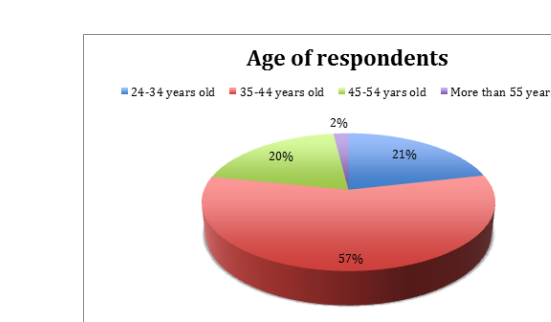
Using some tests such as ANOVA, T-test & Chi-square

Deviation of regression Beta coefficient & R2 values

Preliminary Results

The main factors that influence secondary school teachers' acceptance of e-learning technology in teaching are as follows:

- 1) Age, Teaching experience, Teachers' skills, Teachers' in service training and institutional policy and leadership, student ICT skills, perceived usefulness of E-learning, perceived ease of use of E-learning, teachers attitude toward use of E-learning, Teachers behavioral intention to use E-learning.



- 2) The research model was appropriate for the proposed research model and worked well in a Saudi Arabian context.

- 3) ICT Infrastructure in both the female and male secondary schools is poor.

- 4) Teachers in-service training was sub-standard: more than 40% of teachers had not attended courses in in-service training in the field of educational technology. Almost 60% of respondents had not attended seminars on educational technology. More than 47% of teachers had not attended workshops on educational technology. Finally, more than 85% of respondents had not attended conferences on educational technology.

